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ABSTRACT

An investigation of the school and public libraries in Newport, New Hampshire was conducted to determine the kinds of cooperation which would lead to the best possible service for users. The following major recommendations were made. First, it was suggested that the Advisory Council on Libraries created for the study, be maintained, and that a centralized public library system be developed with adequate financing, administration and staff provided. Second, it was recommended that centralized acquisitions be made, that a community resource file be developed, that an audiovisual software collection and delivery service be established, and that professional collection for teachers be housed in the public library. Third, the study concluded that school libraries needed to be upgraded, particularly with respect to their reference collections, equipment and processing, that recreational reading titles should be placed directed in classrooms, that a school volunteer library group be formed, and that a library arts center be created. Finally, it was recommended that teachers be given library inservice programs and that library education count toward the necessary units for teacher recertification; at the same time, it was felt that students should also receive additional library education. (PB)

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REPORT OF THE STUDY OF NEWPORT'S LIBRARIES

Summer 1973

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Ann Lowery, Derry, New Hampshire
Barbara Holden, Newport, New Hampshire

IR 000 423

FOREWORD

Application for funds to undertake the following study was made by the Richards Library Board of Trustees, Newport, New Hampshire. It was made possible by grants from the New Hampshire Charitable Fund and the John H. Pearson Trust.

The Advisory Council on Libraries in Newport was created to direct the study.

Copies of this report are available from the New Hampshire State Library, the New Hampshire Department of Education, and the Newport Advisory Council on Libraries.

The project directors wish to thank all of the many people in the Newport community and outside it who contributed so generously of time, interest, and ideas.

Advisory Council on Libraries in Newport

Barry Walker, Board of Trustees, Richards Library

Alphonse Soucy, Board of Trustees, Richards Library*

Mrs. Sally Eldredge, Newport School Board

Mrs. Betty Maiola, Newport School Board

Ronald E. Lemay, Newport Board of Selectmen

Christine Apel, representing Newport students

Mrs. Beverly Rodeschin, representing Newport taxpayers**

Resource People:

Mrs. Jean Michie, Librarian, Richards Free Library

Mrs. Alda Young, Librarian, Newport High School Library

*Also Teacher Consultant, Supervisory Union #43
**Also Head of Library Volunteers, Richards School Library

Project Directors:

Ann Lowery, School Library Director, Derry, New Hampshire
School Library Consultant

Barbara Holden, New Hampshire State Library Commission
Former Trustee Consultant, Maine
State Library

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I. PURPOSE

This study has been undertaken in an effort to determine the degree and kind of cooperation and coordination there should be among Newport's school and public libraries in order to provide the best possible service for Newport users at the same time that there is the greatest possible return on the taxpayer's library dollar.

The school and the public library serve two different purposes. The school library serves the child in his school life. The public library supplements the school library, but its basic purpose is to serve the individual through all of his life, including the years before school and those after the school years are over.

In the summer of 1973, the authors of this report surveyed all of Newport's library resources and services. Their method was to visit the various physical facilities; to evaluate the book and related media resources in terms of professional standards; to talk with administrators, staff, and users; to collect and compare cost figures. Their study led to both the short-range and the long-range plans and recommendations in this report.

SUMMARY OF REPORT RECOMMENDATIONS

Recommendations Resulting from Positive Accomplishments Incidental to the Study

1. That, in the interest of better understanding of the total Newport library situation as it changes and evolves, the Advisory Council on Libraries be continued, possibly even increased in membership. page 22

2. That some form of pre-school library orientation for teachers become a regular part of Newport's annual planning. page 22-24

3. That continuing library education for teachers as credit toward recertification be made available on a pilot basis in this Supervisory Union during the current school year. page 24

Short-term Recommendations

1. 1st year That a Community Resource file be developed as soon as possible (preferably as a project of some citizen group) and that once it is completed it be duplicated and made available to teachers through all school libraries and to the general public through the public library. page 26

2. 1st year That all of the titles and supplies (totalling $1,311.56) recommended be bought for Richards and Towle School Libraries in the current year, as a basis for developing adequate primary and elementary central school libraries in future years. page 27

3. 1st and 2nd years That there be, over the next two years, a gradual transfer of the majority of the purely recreational reading titles in the Richards School library to the individual classroom collections, with provision (as outlined later in this report) for the best and widest possible use of the original collection through rotation of classroom collections. page 27-28

4. 1st year That immediate space be found in Towle for a central school library, the basic collection for which will be any worthwhile reference material which can be gathered from the present uneven and inadequate classroom collections, plus the appropriate books now located in the public library, plus the new material to be purchased from the reference list. page 28

5. 1st and 2nd years That a committee to plan and organize volunteer service be formed as soon as possible, to consist, at a minimum, of a volunteer from each school program; a librarian; a teacher from each school; and the Supervisory Union Teacher Consultant. This committee should function this year and next, until the transition is completely effected, and might even serve a continuing purpose after that time. page 28-29

6. 1st year Regular visits to the public library by all students at Richards and Towle in order to make the student aware of the public library in all of its services, and to encourage lifelong use of it. page 29-30

7. 1st and 2nd years That acquisition for all of the town's libraries be coordinated, with a representative selection committee working with a qualified professional as Coordinator of Acquisitions. page 30-32

8. 2nd year — That professional catalogue cards be purchased for all school library acquisitions, and that a card duplicator be purchased jointly from school and public library funds. page 32-33

9. 2nd year and after — That there be a unified collection of audio-visual software, with a delivery service for interlibrary loan provided, and that the collection ultimately be housed in the public library. page 33-35

10. 1st year and after — That the professional collection for teachers be increased as much as possible as soon as possible, and that it be housed in the public library for year-round use. page 35

11. 2nd year and after — That the school administration plan for the curriculum of every grade, in every year, to include the requirement of at least one library-research project of 10-15 class periods' duration; that the teachers stagger the schedule for these library projects so the libraries will not be overtaxed; and that they give the librarians advance notice of the general subject areas to be called upon. page 35-36

12. 1st year and after — That in planning for school programs and arts courses, the Library Arts Center be considered and its future role clearly identified. page 26-37

Long-term Recommendation

We are convinced that the taxpayer's library dollar will be better spent if all the town's libraries are ultimately coordinated (without combination of physical facilities), and WE RECOMMEND an eventual Department of Libraries, under a representative governing board, with one town appropriation, a highly qualified professional director, and a common staff, with greater use of trained paraprofessionals. page 39-44

II. BACKGROUND: HISTORICAL DEVELOPMENT OF PUBLIC AND SCHOOL LIBRARIES AND LIBRARY PHILOSOPHY IN THE UNITED STATES

The first "public" libraries in this country--and the first of them predated the Revolution itself by several decades--were not really public at all, but proprietary "social libraries", which came into being when people of similar social and economic background formed a voluntary library association and subscribed financial support.

The first publicly-supported (tax-supported) library in continuous existence in the history of the world was established in our own state, in Peterborough, in 1833. As more and more states passed laws enabling towns to establish and maintain free public libraries, the social library was gradually replaced.

The nineteenth century provided a climate favorable to the concept of the public library: there was emphasis upon equality of opportunity, education, moral uplift--and there was private philanthropy to supplement, often even overshadow, tax support.

In the twentieth century, guidance and supplementation of resources from state agencies (in New Hampshire's case, the Department of Library Extension, now a division of the State Library) became an important factor in library development.

After the middle of the century, with the Library Services Act of 1956 and the Library Services and Construction Act of 1964, federal support for public libraries became available. The right on the part of every citizen to read and to know, and the responsibility on local, state, and federal levels to support libraries in order to make these rights a reality, were--at least for the time being--recognized and honored.

Although there are by now many times more school libraries than there are public libraries, libraries in public schools are a relatively recent development. (Interestingly enough Newport's own Sarah Josepha Hale is claimed to have concerned herself with the first school library during her editorship of Godey's Lady's Book in the nineteenth century.) Regional college associations granting accreditation to high schools encouraged libraries and they were established in a few of the better schools as early as the turn of the century, but it was not until the 1920s that school libraries began to appear in any number. By the late 1930s, there were still more schools without libraries than with them. Though there has been in recent years a concerted effort to strengthen and broaden school libraries at all levels, it is still true that central library collections are strongest in high schools, less common in junior high schools, and least common in grade schools.

In 1957, Sputnik sparked changes in American education, changes which brought a deluge of students to the public libraries because the school libraries were inadequate to meet all the needs of increased individualized instruction and all the intensified efforts to provide excellence and quality of education. The population explosion and the knowledge and publishing explosions contributed to the deluge.

In 1963, the annual American Library Association conference included a "Conference Within a Conference" to consider the whole question of school-public library relationship. Communication, cooperation, and further development of the school library was, in effect, the answer the conference provided.

Between 1963 and 1968, the Knapp School Libraries Project to demonstrate the educational value of school library service was carried on in eight different schools and teacher-education programs throughout the

nation. At the same time, and in part because of that project, the need to provide audio-visual instructional materials as well as conventional library materials was increasingly recognized and promoted.

The 1969 national standards for School Library Media Programs united--at least in theory--conventional and innovative school library resources, "crystallized the thinking of the leaders of the profession and provided a catalyst for the development of local programs." School boards, administrators, teachers, students and the public began to realize that every school needs a library. From the slowest learner in kindergarten to the most intelligent senior in high school, printed and audio-visual resources are essential. The scope of knowledge has become too vast to be covered exclusively within the boundaries of classroom instruction.

Federal funds also became available to school libraries: the National Defense Education Act of 1958 provided hardware (audio-visual equipment) and software (audio-visual material). The Elementary and Secondary Education Act of 1965 provided additional resources.

Hopes for both the school and the public library were high in the Sixties.

Now, in 1973, the picture is not quite so rosy. In general, standards for libraries demand more professionally-trained librarians, in both public and school systems, and more extensive resources, both conventional and audio-visual, than have been attained. In most municipalities, neither the public nor the school libraries have reached state, much less national, standards in any respect: physical facilities, personnel, collection, local financial support. State funds (especially in New Hampshire) are sadly inadequate. Federal funds are at worst impounded or drying up, at best cut back and provided only on a temporary continuing-resolution basis. The local taxpayer (especially in New Hampshire) is burdened and wary, often

tempted to be more influenced by his current and possible future tax bill than by the undeniable need to provide adequate services of all kinds to all of the community.

It is against this background that this study was conceived and undertaken, against this background that we view Newport's libraries.

We must add to the background canvas, however, one more element. That is the recently acknowledged premise that no one library and no one kind of library can serve all of the needs--educational, recreational, informational--of any one user. "Total library service" is the philosophical aim of thinking librarians and educators today, and in a small way this study seeks to find the answer to "total library service" for all Newport users. (A satisfactory answer for Newport will also, it is hoped, contribute to finding an answer for similar communities, in New Hampshire and outside it.)

III. LIBRARY DEVELOPMENT IN NEWPORT

Newport's first free public library was established by private gift in 1889. Social libraries in both Newport and Northville (now North Newport) had been in existence since the beginning of the century. Wheeler's History of Newport (1879) tells us that there were libraries connected with Sabbath-schools in the churches as well: the one at the Congregational Church had 1,000 volumes, more than twice as many as the Newport Social Library could boast, and about the number which the Richards Free Library had when it was first established. School libraries Wheeler does not mention, for there were none at the time of his writing. He does perhaps point to the antecedents of Newport's school libraries when he remarks that in 1878 two teachers presented the new union graded school with a copy of Webster's Unabridged Dictionary to be housed in the "grammar room"!

Richards Free Library

When Dexter Richards gave the town its first public library building and original collection of books, he also provided funds for its continuation. At the dedication ceremonies in 1889, he assured the people of Newport that its library "need never cost the townspeople a cent." He could not, however, foresee the rising cost of books and staff and maintenance, nor the decline in the value of the dollar. With only its original endowment funds, the public library was able to provide less and less in the way of collection and services. Consequently it was used less and less.

Sometime in the 1920s, the town began to provide a supplementary annual library appropriation from tax funds. For many years, however, municipal support was minimal, and the public library could not be regarded as a vital force in the community.

In the last twenty or twenty-five years, the town appropriation has been gradually increased, and the public library has found new life. Since 1955, the Friends of the Richards Library have provided both moral and financial support. Memorial gifts now come more frequently, and increased endowment has come from other individual donors. The public library currently has the benefit of annual income from a total endowment of about $100,000 and in 1973 the town appropriation for its public library was $25,000. (Each year, the trustees account to the public for their endowment funds: how they are invested, what income is received, what restrictions, if any, there are on the use of that income, and how the income has been spent.)

In 1963, when a local bank purchased the original Richards Library property, funds from the sale were used to make the home which Mrs. L. S. Rollins, granddaughter of Lexter Richards, deeded to the trustees into a beautiful new public library building.

Four years later, federal construction funds were matched by private donations to make the Rollins garage into what is now the Library Arts Center, equipped for exhibits, concerts, lectures, music, films. Studios for teaching the creative arts have since been built into the basement of the Arts Center, through the generosity of Mr. and Mrs. George Dorr, Jr. and the Jonathan Dorr Memorial Fund. The Arts Center is entirely supported by private gifts and Arts Center endowment income. No part of the town appropriation is used for Library Arts Center maintenance or programs.

Nor has the Town of Newport (unlike most other towns) ever been asked for capital funds for a public library building project.

Newport School Libraries

The elementary school library had its beginnings about sixteen years ago under the aegis of a sixth-grade teacher. There were probably about

500 volumes in the Junior High library and about 1,000 at Towle High School when the two were combined in 1968 in the beautifully appointed library quarters of the new Newport Junior High-High School building.

Real school library growth in Newport did not begin until that time.

Around 1960, however, a public-spirited citizen, Marjorie Dorr (Mrs. George Dorr, Jr.) interested herself in a library for the primary school. A lover of books and reading herself, she was acutely aware of the importance of inculcating that love in children at an early age and, realizing that 40% of Newport's school population are bus students whose travel schedule does not allow free time to visit the public library, she sought to provide a library in the Richards School. The time and energy and dedication she gave to this project are still evidenced today in the well-used and well-worn children's books (many of them gifts, some bought with federal funds) in the Richards School library collection, and in the changing but continuously devoted corps of mother-volunteers who have served to staff the library over the years. The Richards School library was one of the first central elementary school libraries in the state (central, as distinguished from individual classroom collections) though from the beginning the emphasis was on books-for-reading rather than books-for-reference.

When the intermediate grades were moved into the old Towle building in 1968, the meager school library collection for those grades was, by agreement between the Richards Free Library Board of Trustees and the school administration, transferred to the public library shelves just down the street from the school. The school collection itself and subsequent additional purchases from the school budget were labelled the property of Towle School, and arrangements were made for periodic visits to the library by each of the Towle classes. Again, loyal volunteer mothers gave their time to assist

the public library staff in taking care of the Towle students' needs. There was, then, no separate Towle Elementary School library--but there was a brave effort to use the public library as school library as well. The extent to which this arrangement was successful will be examined in the next section.

IV. THE SITUATION TODAY

Richards Free Library

During the course of this survey, the authors held an open meeting for teachers without any school administrators or any Newport librarians or volunteers present in an effort to get frank appraisals from teachers as to how well Newport's libraries are presently meeting educational needs. The lack of comment about and criticism of the Richards Free Library made it abundantly clear that teachers are one segment of the public which the public library has not reached in its entirety. Though individual teachers may (or may not) use the library personally, it has not, until now, been a generally accepted, frequently used resource for teachers in their professional lives.

No public library ever quite succeeds in reaching all of its potential public, but it should never stop trying. The Richards Library, generally considered in the state to be a superior one for a town of its size, has perhaps done better than most. It has many enthusiastic patrons--but there are also many non-users, and there is room for improvement both in resources and in support.

The physical plant is attractive and spacious, allowing for future expansion as the demand for service increases. Upstairs rooms, all made possible by private funds, include a historical collection, a music-listening area, and a small meeting room available to community groups as well as library trustees.

The staff consists of one full-time professional Head Librarian (with an American Library Association accredited Master's degree in Library Science from the University of Missouri and previous experience in a university library, a large-city public library, and a State Library); two half-time

experienced assistants who have availed themselves of state-sponsored courses in Public Library Techniques; two part-time library aides; and a student clerical assistant. All are dedicated and competent, courteous, enthusiastic--and underpaid.

The collection includes some 19,000 volumes, 100 periodicals, 500 recordings, plus a file of the local newspaper on microfilm. The budget for books and other library materials--recordings, circulating arts prints, etc.--has not kept pace with increasing costs and growing demand. Each year the trustees and librarian attempt to increase the budget for these items, but it advances at a snail's pace in the face of other necessities. Even when the town appropriation increases, it seems impossible to allocate a proper portion of the increase to books, which are the library's primary reason for being. In the judgment of the professional on our survey team, the non-fiction collection in the Children's Room is quite adequate, but there is not enough fiction, not enough paperbacks, not enough biography. The Young Adult fiction is a good collection (though the library would benefit from special browsing and lounging quarters for young adult readers) but the adult non-fiction collection needs strengthening. The collection of recordings needs to be built up, and the so-called circulating art print collection is negligible.

The library is a member of New Hampshire's Statewide Library Development Program (a system of public libraries providing cooperative services without loss of local autonomy). Though there are no direct financial benefits from state funds, there are indirect benefits. The local book collection is supplemented by books loaned periodically from a state bookmobile. Films are available on loan from the North Country Film Cooperative, which serves the three northern New England states. Catalogue cards for current books are furnished free from the State Library. Reference

and consultant service is also provided by the State Library. Interlibrary loan from the State Library itself and from other public and academic libraries (including Dartmouth and the University of New Hampshire) is facilitated by a teletype network in key libraries throughout the state. Regional and state meetings and workshops and publications provide communication and opportunity for exchange of ideas for staff and trustees. Individual patrons of the Richards Free Library in good standing may receive a Statewide Borrower's Card honored in any library in the state belonging to the Statewide Library Development Program.

Richards School

Grades 1-4 415 pupils 11 classrooms

The Richards School library would seem to be serving well the purpose for which it was originally conceived. Primary-grade children are getting to read some of the best children's literature even if they are not so situated that they can or do frequently visit the public library. The collection has grown from nothing to some 3,000 titles—which are, however, still primarily recreational in character.

Half a class at a time visits the library. It is unfortunate that the teacher, who knows the child best, cannot accompany him on the library visit because she has to remain in the classroom with the other half of the class.

Teachers and townspeople have nothing but praise for the loyalty of the volunteers who are the total library staff, however. Two are on duty each afternoon, with a substitute who can be available if necessary. They assist the children in finding books and attend to the mechanics of circulation, shelving, etc. A simple hand-written author-title catalogue is kept up-to-date by the head of the volunteers, and books are processed with book pockets and glassine jackets, kept mended, etc. During the summer of 1973, new bookshelves

were provided and the library was completely reorganized by two volunteers to make better use of space and to make the collection itself more attractive and more useable.

In addition to this central library, there are classroom collections which have been assembled by the various teachers over their years of service and according to their individual tastes and teaching plans. These classroom collections vary somewhat in quality and there is some duplication from room to room, but the major disadvantage would seem that they are generally used in one class only and there is no regular arrangement for rotating them from room to room (though in at least one grade teachers have pooled their collections in the common hallway.)

The school possesses some audio-visual equipment, including an adequate number of record players and filmstrip projectors. They are, however, housed in separate classrooms. Other audio-visual equipment should be provided the teachers: more overhead projectors, more tape recorders, at least three 16mm film projectors, three slide projectors, and an 8mm projector. Later portable video equipment should be purchased.

The central library, in spite of all the dedicated effort with which it has been developed, has drawbacks as a modern primary school library. It should include much more reference and research material as well as an audio-visual collection; it should have a more adequate catalogue and more professional shelf arrangement; and it should be available to students wishing to use it in connection with class work in the morning as well as in the afternoon.

Towle School

Grades 4-6 310 pupils 11 classrooms

As has been pointed out, there is no Towle School library. The classroom collections are generally inferior collections of miscellaneous

titles, including encyclopedias which are sometimes incomplete, sometimes duplicated in the various rooms. The magazine collection is virtually non-existent, though it is recognized that magazines are essential for reluctant readers at this age.

Towle-owned titles, identified as such, are interspersed among the regular collection in the public library.

The teachers have made it clear that they are not satisfied either with what they have in their classrooms or with the arrangement with the public library. They take their students once every three weeks, grade by grade, to visit the public library, where the entire collection is available to them though they cannot withdraw magazines, recordings, or reference materials. The time allotted to the visits (especially in winter, when coats and boots must be put on and taken off) is not sufficient to guarantee proper selection of titles to be borrowed nor to accomplish any really adequate research. Checking out the requisite book (though each pupil is allowed to take up to six books if he wishes) is often a mechanical exercise rather than a purposeful library experience.

Yet since there is no Towle School library, it is better than nothing. When the trustees of the Richards Free Library made a too-hasty decision to terminate the arrangement a few years ago, neither the school administration nor the public were happy. The matter was reconsidered, and new plans were made. There have been improvements in the routine since then, for the retired public librarian assumed the responsibility for expending Towle library funds, for the supervision of circulation and reference, and for organizing and training the volunteer-helpers. Class visits are now scheduled during hours when the public library is not officially open, so the students no longer overwhelm adult patrons by their sheer numbers. As in the Richards School library, the Towle volunteers are loyal, interested, and dedicated,

and the taxpayers have reason to be grateful to them.

Nevertheless, Towle deserves its own library.

Newport High School

Grades 7-12 755 pupils 43 classrooms

The Junior High-High School has a library of some 6000-7000 titles. (National standards for secondary schools recommend 20 titles per pupil. State secondary school standards, last updated a decade ago, are not specific as to number of titles--state standards for primary and elementary grades, however, specify 10 titles per pupil.)

Most of the Newport collection is fairly recent. Sections that could be improved include biography, the story collection, mythology, sports, language books, literature (particularly drama and film), and current materials on drugs and career education. Magazines and newspapers should play a vital role in a high school collection, but here is another weakness in this library. The reference collection and books in the social sciences are the strongest sections.

While space is limited, some consideration should be given to enlarging the audio-visual capabilities. The High School has provided a supply of record players, tape recorders, filmstrip projects, and 16mm film projectors. Further additions to the collection, however, should include more overhead projectors, more television receivers, an 8mm film projector (possibly with sound capability), an 8mm camera, and portable video tape equipment. The central library should be responsible for seeing that equipment is distributed equitably and that items are serviced as needed.

In the opinion of the surveyors, however (and of some teachers and students as well) the library is not--in spite of its pleasantly adequate physical facilities, its recent rearrangement, and its growing collection--set up to give the best possible service, nor does it provide an atmosphere inviting to student use.

The Librarian is a former teacher presently working toward a Master's degree in Education with a major in School Library Science, but she has been a victim of the uncertain and changing situation at the University with respect to library education. Two years ago all University of New Hampshire courses in school library work were abandoned. Only this autumn (1973) and only in Durham have courses in Library Science again been initiated, this time under the aegis of the American Library Association-accredited graduate school at the University of Rhode Island; one-third of the credit hours must be taken on the campus in Rhode Island. The Newport High School Librarian is doing her work in Keene. Her only assistant is in charge of audio-visual materials. The assistant has had no special training for library or media center work, but has had four years experience in Newport. There are a few student assistants.

When the authors of this study visited the High School Library in June of 1973, they were appalled to discover that there was no period in the school day when the library did not have students assigned to it as Study Hall! This is <u>not</u> the function of a school library or media center, which should stimulate and satisfy the student, and supplement and enrich every aspect of the school's educational program. No one can serve simultaneously as study hall policeman and resourceful library leader, sensitive to the needs of the individual student. The very existence of the study hall allows a forbidding atmosphere of stern discipline rather than encouraging one conducive to exploration and discovery.

It is our understanding that this situation is being rectified in the school year 1973-74, and the library without the study hall can then be expected to become a free place in which the student can feel that he is welcome to browse and search in the catalogue, among the stacks, and in the audio-visual section, extending the boundaries of his knowledge and of his

curiosity to learn. He can seek help when it is needed, since the Librarian, no longer preoccupied with discipline, will be able to allocate more time to student assistance. Ideally, every chair will be filled each period with students eager to pursue reference and research. The ultimate test of a good school library can only be the amount of its enthusiastic, imaginative, and profitable use by students.

V. NEWPORT AND FEDERAL FUNDS

Public Library Funds

Library Services and Construction Act of 1964

As has been mentioned previously, the Richards Free Library was the recipient of construction funds (matched by private contributions) for the Library Arts Center under Title II of the Library Services and Construction Act in 1967.

The only other Federal funds which have come to the public library were granted in 1972 under the same act, Title I, for a cooperative project with the public libraries of Charlestown, Claremont, and Sunapee to develop a resource collection of materials on aging. Though it is not yet complete, this will be a collection valuable to professional and layman alike. It is housed in a room on the second floor of the Richards Free Library, but is catalogued in all four libraries. All public libraries in the state are aware of the existence of this special collection in Newport, and may of course borrow from it.

School Library/Media Funds

Elementary and Secondary Education Act of 1965

Title II Elementary and Secondary Education Act funds acknowledge the increased importance of school library/media centers to all areas of education. They are intended to develop library and media resources directly, and also to encourage local support by providing that it must in any given year equal or surpass federal grants. In our state, the supervisory union is the basic administrative unit for these funds, though guidelines come from the State Department of Education. It is recommended that there be an

ESEA Advisory Committee, representing library/media personnel, school board members, teachers, administrators, students, and others in each supervisory union. Local schools submit to the Union projects for step-by-step development of resources in accordance with local needs and local programs. Orders are forwarded to the state for approval, then returned to the union office for ordering. When the materials arrive, federal regulations require that they be checked, stamped with a Federal Title II stamp, and then distributed to the individual schools, with a master list prepared and distributed to all schools in the union so that all materials can be easily located and made available to all union personnel and pupils.

Because there has been no one person responsible for school libraries in Newport, these procedures have not been followed. Though the supervisory union has complete records of purchase orders, complete annual purchase lists in Newport have not been made and circulated, and it was with difficulty that many of the items purchased over the last seven years could be located.

Assuming that these funds continue, Newport's share over the next decade will be well over $10,000—much too much money to be spent and then lost track of, allowed to disappear, so to speak, as it has in the past.

As a result of her investigations in the course of this study, Ann Lowery plans to recommend to the State Supervisor of Title II that no supervisory union be given funds unless a Library/Media Director is appointed to supervise the handling of grant money.

The lack of local control exercised over these Title II funds in an additional cogent reason for one of the most important recommendations which will be made in section VII of this report: that a qualified professional Coordinator of Acquisitions be appointed as soon as possible for all of Newport's libraries.

VI. POSITIVE ACCOMPLISHMENTS INCIDENTAL TO THE STUDY

Twenty years ago, a forward-looking school board member (later a library trustee) proposed a joint meeting of the library and school boards at which he tried to promote school and library cooperation, if not coordination. He was ahead of his time, and did not meet with success.

At the time this study was undertaken, the advantages of cooperation for better service had for some time been generally acknowledged, at least, throughout the country, but there was still only an occasional gesture toward cooperation among Newport's libraries. In fact, there was very little actual communication. We hope and believe that the study itself provided opportunities to increase mutual knowledge and understanding and that, once initiated, this can be encouraged to become genuine and complete, continuing communication.

1. There is, as a basis for exchange of information and communication, the Advisory Council with whom the authors of this report have worked. Its members represent the School Board, the Library Trustees, the Town administration, the School administration, and the public (including a user who is also a volunteer and a user who is also a student).

WE RECOMMEND <u>that, in the interest of better understanding of the total Newport library situation as it changes and evolves, the Advisory Council on Libraries which this project has established be continued, possibly even increased in membership.</u>

2. As our study progressed, we came to feel that all of Newport's libraries are underused. Clearly the approach to effecting greater and better use of both school and public libraries was through the schools, and we were

delighted when, in the course of our various conferences with members of the school administration, the suggestion came from the Assistant Superintendent of Schools that we hold a library meeting with Newport teachers, a sort of library orientation, on one of the teachers' pre-school working days. Members of the school administration and teaching staff helped us with the advance planning, and on the Friday before school began in September 1973 we met in the Library Arts Center auditorium first with the Junior High-High School teachers and then with primary and elementary teachers. "What can Newport's Libraries do for Newport's Teachers?" was the theme of our meeting. After a brief introduction, we showed each group an appropriate library film (for the high school teachers, "The Hottest Spot in Town", and for the elementary teachers, "And Something More"). The Public Librarian then took half the group into the Richards Free Library to show teachers what it has to offer and to explore ways in which it can serve, while our School Library Director/surveyor presented information and materials on the role of the school library/media center. All teachers attended both sessions before the morning was over, and the entire program was taped.

There were good comments at the time, and already there have been positive results. The Public Librarian reports that on the first day of school one teacher came to the library to arrange for library tours for all of her classes; two teachers asked to borrow special classroom collections; and on the next day an entire class appeared with memeographed sheets of questions for research on an assignment concerning the use of the library. Within a few days the High School Librarian brought a list of recent school purchases for the information of the Public Librarian.

A set of evaluation sheets for this experiment in library orientation has been prepared and, with the cooperation of school principals and

department heads, filled out by teachers. (See Appendix B,C,D.) Results of this evaluation suggest whether the sessions were worthwhile, how they could have been improved, if and how often they should be repeated.

WE RECOMMEND that some form of pre-school library orientation for teachers become a regular part of Newport's annual planning.

3. Student use of libraries begins with teachers. Perhaps in part because there has not been sufficient emphasis on maximum use of "total library service" in our teachers colleges in the past, we feel that continuing library education for teachers is desirable. Recently the State Department of Education has turned over to each Supervisory Union the establishment of qualifications for recertification. Union committees are in the process of conducting needs assessments and will have considerable leeway in arriving at local standards. Recent conversations with the Chairman of this Supervisory Union's Staff Development Committee and with the administration indicate that some form of library workshop or institute might be included here. The Regional Center for Educational Training in Hanover, which serves this and three other New Hampshire supervisory unions, would be happy to develop such a program, and advice and consultation could come from the State Department of Education and the State Library. Of course this survey team would stand ready to help in any possible way.

WE RECOMMEND that continuing library education for teachers as credit toward recertification be made available on a pilot basis in this Supervisory Union during the current school year.

WE FEEL that the orientation session for teachers and the continuing library education project recommended above might well be adaptable to other communities and other supervisory unions. The State Board and State Department of Education and the State Library Commission and State Library

are currently exploring in depth the school library-public library relationship and plan to work together in developing more effective programs, on the state as well as the local level. Both agencies are watching Newport with interest, and should be kept in touch with our evolving situation. It may well be that these pilot activities could be developed into models for use elsewhere in the state.

VII. RESULTS AND SHORT-TERM RECOMMENDATIONS

We are pleased that some of our recommendations can be accomplished simply and easily, with revision of present roles and work schedules, and without expenditure of non-budgeted funds.

1. Surprisingly enough, the first thing the teachers asked for in our informal June meeting with them was an up-to-date Community Resource file to supplement meager library resources in their classroom work. (The Regional Center in Hanover can and will provide people resources of various kinds, but Newport teachers were asking for a list of local people to whom they could turn.) The project has obvious advantages other than those to teachers. Occasional involvement in the school program of community residents with special background and special knowledge and experience increases public understanding of and sympathy with the schools. The Richards Library and the Library Arts Center could benefit from such a file in planning their programs, and local community organizations would also find it valuable. As it happens, Ann Lowery has conducted such a survey for her community and she has made available to us the card developed for gathering pertinent information. (See Appendix E.) It was suggested that it would be good public relations to ask some local service group to undertake the compilation of the file, possibly with the help or under the guidance of one of the teachers or administrators who has special expertise in this area.

1st year WE RECOMMEND <u>that a Community Resource file be developed as soon as possible (preferably as a project of some citizen group) and that once it is completed it be duplicated and made available to teachers through all school libraries and to the general public through the public library.</u>

2. It will be clear from comments made elsewhere in this report that we feel that in the primary and elementary schools true central school libraries should be developed, beginning as soon as possible. The two schools present different existing situations and physical problems but we feel that the basic list of reference titles that has been prepared for each of them are a sine qua non and should be purchased in the current school year. (See Appendix F.) The lists will provide a foundation upon which to build in future years—and the total cost will not come to as much as has been budgeted for library materials in the current year, so there will still be a margin for special requests from teachers and principals and volunteers.

1st year WE RECOMMEND that all of the titles and supplies (totalling $1,311.5¢) recommended be bought for Richards and Towle School libraries in the current year, as a basis for developing adequate primary and elementary central school libraries in future years.

3. The emphasis in the present Richards School library is, as has been pointed out, essentially on recreational reading. Since so much energy has recently gone into the rearrangement of that library, we are reluctant to say that we feel the bulk of the collection should be transferred to the classrooms, but we are convinced that given the limitation of space in this library this would ultimately be in the best interests of the school and of the students. Such reference books and supplementary material as the library now includes should of course be retained, but as the new primary encyclopedias and other reference books from the reference list are received, the gradual transference of the classroom collections should begin.

1st and 2nd years WE RECOMMEND that there be, over the next two years, a gradual transfer of the majority of the purely recreational reading titles in the Richards School library to the individual classroom collections, with provision made (as outlined later in this report) for the

best and widest possible use of the original collection through rotation of classroom collections.

4. We recognize that a space problem exists in Towle but we are encouraged by the school administration to feel that it is not an insoluble problem. Towle must have a central school library, not only for the good of its students but for the morale of its teachers. A committee of administration, teaching staff, and library personnel should immediately be appointed to consider the problem of location. Once the space is found and shelves provided, the next step will be to withdraw the Towle-owned titles from the Richards Free Library shelves and catalogue.

1st year WE RECOMMEND that immediate space be found in Towle for a central school library, the basic collection for which will be any worthwhile reference material which can be gathered from the present uneven and inadequate classroom collections, plus the appropriate books now located in the public library, plus the new material to be purchased from the reference list.

5. There would not have been any primary or elementary school library service without the volunteers, and it is clear that in the present circumstances of the town's finances no service will be possible without them. We propose, however, using them in ways which we hope will be both challenging and interesting to them and more profitable to the schools.

We can see both Richards and Towle volunteers who are interested in progressing beyond checking out and shelving books doing all of the following:

1) Giving students more help with reference.
2) Acting as liaison with the public library, picking up and delivering special classroom collections borrowed from the Richards Free Library as needed.
3) Suggesting and arranging for the rotation of classroom collections within the school itself.
4) Accepting responsibility for distribution of audio-visual equipment, and sending it out for repair when necessary.

At the same time, we recognize the possibility that increased responsibility might frighten some volunteers and defeat our purpose. The need will be to identify those who would welcome more training and more challenge, and to work with them, while allowing those who would prefer to do the more routine work to stay with it. To a certain extent, the Towle program in the public library has met this problem, so it is not incapable of solution.

1st and 2nd years

WE RECOMMEND that a committee to plan and organize volunteer service be formed as soon as possible, to consist, at a minimum, of a volunteer from each school program; a librarian; a teacher from each school; and the Supervisory Union Teacher Consultant. This committee should function this year and next, until the transition is completely effected, and might even serve a continuing purpose after that time.

6. To say that we advocate a central library in each school is not to say that we see no further need for regularly organized classroom visits to the public library. Once every two months, perhaps, depending upon available personnel and time (and we recognize there would be problems until or unless there is a children's librarian on the staff of the Richards Free Library) we feel that every Richards and Towle student should be exposed to the public library experience. These visits should take place outside the regular library open hours, and should not follow a uniform pattern. There would of course be an orientation to the use of libraries, and visits might sometimes be planned to tie in with or supplement school assignments where all of the pertinent material is not available in the school libraries. The primary purpose, however, would be to make each student (including that 40% who are bus students) aware of the kinds of service a modern public library provides, and to encourage lifelong use of the public library.

There could be story hours for the primary grades, film programs and art and craft exhibits and music programs for all grade levels in the Library Arts Center, brief talks by the librarians on new books, etc. The volunteers might well be a part of this program, for the more interests represented and the more imaginative the approach to the kinds of activity, the more successful the project will be.

1st or 2nd year WE RECOMMEND regular visits to the public library by all students at Richards and Towle in order to make the student aware of the public library in all of its services, and to encourage lifelong use of it.

7. The most important of the short-term recommendations which this report makes is this one. It is important not only in itself, but because it would provide the basis for thoughtful consideration of and preliminary testing for the experimental pilot program outlined in the Long-Term Recommendation which concludes our report.

This short-term recommendation results from our realization that Newport still has a way to go before coming up to state standards for school libraries, and our conviction that the collections of the various libraries would be considerably stronger now if over the years they had benefitted from collaborative choice under the direction of a qualified professional. There are gaps in all of the town's libraries, unnecessary duplications in some cases, downright poor choices in others. We propose that over the next two years a joint-acquisition program be organized.

No one person should have dictatorial power over materials selection, of course. Teachers and administrators should have a voice in selection. Staff and volunteers should be free to contribute suggestions, as should the public and students. All should have representation on a selection

committee (Acquisitions Committee), and the purchasing list should be decided upon in concert. Trained librarians and media specialists, where they exist, should of course carry the major portion of the weight, but the final decision-making power should rest with a qualified professional who serves as committee chairman. As the only librarian in town with a master's degree in Library Science and the only one employed year-round, we would recommend that the Public Librarian act as chairman of the committee. The committee might be set up with a membership of one or more teachers from each school; the head of the volunteers; the principal or vice-principal from each school; the High School Librarian and the audio-visual assistant in the High School Library; the Public Librarian and one staff member from the Richards Free Library; and one or two users of the public library.

During the first year of this Acquisitions Committee's existence, a selection policy should be carefully discussed and agreed upon, set down on paper, and officially adopted by the Advisory Council on Libraries, the continuation of which has already been recommended in this report. All discussions and decisions should be based on this selection policy. Operation in the first year would necessarily be on a fairly informal basis, at the same time that plans for further coordination were being discussed and formulated.

The Public Librarian has already had some training (e.g. in children's literature, library services to children, reference, etc.) which would benefit her in working with school representatives on the Acquisitions Committee. Meanwhile, there are three fully qualified school librarians in this supervisory union. The Public Librarian, as chairman of the Newport joint-acquisition committee, would benefit greatly from conferences with these three librarians and from a chance to observe any or all of them in their library/media centers. The School Library Consultant and the Media Consultant

There could be story hours for the primary grades, film programs and art and craft exhibits and music programs for all grade levels in the Library Arts Center, brief talks by the librarians on new books, etc. The volunteers might well be a part of this program, for the more interests represented and the more imaginative the approach to the kinds of activity, the more successful the project will be.

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No one person should have dictatorial power over materials selection, of course. Teachers and administrators should have a voice in selection. Staff and volunteers should be free to contribute suggestions, as should the public and students. All should have representation on a selection

from the State Department of Education should be kept fully informed as the program develops and will, we are confident, be willing to lend their advice and support as needed.

By the second year, provision should be made in the school budget to cover additional salary for the Public Librarian in order to compensate her properly for her added time in learning about school library practice and her added responsibility in coordinating acquisitions. We would recommend that the item in the school budget to cover this be set at $2,000.

The plan would avoid unwise and unnecessary duplication and spread the materials dollar further. It would provide for continuous, collaborative planning for the cooperative development of library and audio-visual materials in each of the town's outlets and in the town as a whole. It would assure the best possible use, and proper control of, Title II Elementary and Secondary Education Act funds. It would mean that more people--committee members, Advisory Council members--would be building up a sound fund of information about Newport's total library/media resources and services.

1st and 2nd years

WE RECOMMEND <u>that acquisition for all of the town's libraries be coordinated, with a representative selection committee working with a qualified professional as Coordinator of Acquisitions.</u>

8. As has been noted, catalogue cards in the Richards School library are handwritten. In the interest of having easily useable, professional cataloguing in all libraries, we feel that sets of catalogue cards for each new title (cost, approximately 29¢ per set) should be purchased either from the publisher or from a card supplier.

The public library now gets from the State Library cards for current titles purchased. It has been suggested that the public library and the schools jointly purchase a card duplicator (cost approximately $300. See

Appendix G for equipment specifically recommended by the Public Librarian.) With this, it would be a simple matter to start from here to build up a union catalogue for all town libraries.

2nd year

WE RECOMMEND that professional catalogue cards be purchased for all school library acquisitions, and that a card duplicator be purchased jointly from school and public library funds.

9. As has been seen, the Newport schools already have some audio-visual equipment, currently available only to the school population during the school year. The public library has almost none (public libraries in general have lagged far behind the schools in recognizing the value of media resources, with the notable exception of recordings.) In the interest of the greatest and most efficient possible use of media in the Newport schools, and of extending their use to other segments of the public throughout the calendar year (since they are, after all, purchased with public funds) we feel the collection should be unified, and that the software should ultimately be housed in a separate collection in the public library.

It is possible to begin a unified collection of audio-visual materials with a very small budget. The first step is to collect all the materials already available in town and catalogue them in an abbreviated Dewey Decimal order. A printed list can then be compiled from the cards and distributed to all libraries, teachers, and other interested persons. For a minimal sum, a delivery service can be set up, with a volunteer (reimbursed for car expense) stopping at each school to pick up orders from teachers and to make deliveries previously requested. Such an audio-visual interlibrary loan service, provided in the first year one a once-a-week basis, will in all likelihood indicate the need for more frequent service by the second year.

It should be made clear that a unified software collection with delivery service to the individual teachers as they wish to use the materials

for hanging, but by the acquisition of inexpensive reproductions which library staff or volunteers could mount simply with cardboard backing for classroom or reference use.

2nd year and after WE RECOMMEND that there be a unified collection of audio-visual software, with a delivery service for interlibrary loan provided, and that the collection ultimately be housed in the public library.

10. The collection of professional material for teachers is sparse, and should be strengthened. (See Appendix J.) This should preferably be housed in the public library, where it would always be available to teachers and be more easily accessible to them in the evenings and in summer, when many teachers take courses. Moreover, many of these titles are expensive and maximum use by every possible potential user should be afforded: prospective teachers and interested members of the public as well as active teachers. If the collection is housed in the Richards Free Library, it will be more easily accessible to all.

1st year and after WE RECOMMEND that the professional collection for teachers be increased as much as possible as soon as possible.

11. A common complaint among college and university librarians is that students arriving at college do not really know how to use a library! Educators at all levels recognize the importance of libraries, but it is not always true that enough attention is paid to education for and encouragement of their use. It would be exciting if Newport could be the shining exception. If every year from the first grade up a library project for the student to pursue independently were a required part of the curriculum in each grade, twelve years of such experience should mean that the Newport High School graduate entering college would find himself completely at home in a library and well equipped to make the best possible use of its various resources.

need not mean delay or curtailing of service to them. In Derry, New Hampshire, for example, where such a program is in operation, materials may be requested on long-term loan, and in emergency the school administration will find someone to make a rush trip if no media specialist or volunteer is immediately available.

The collection should of course be gradually increased (see Appendix I), beginning with the gaps in equipment pointed out previously in sections of this report concerning the individual schools. Requests for new material, reflecting the needs of the curriculum at all levels, should be made to and through the Acquisitions Committee, with purchases finally determined by the priorities of the Director of Acquisitions.

If the software is housed in the public library, several previewers and record players and tape recorders with headsets for individual listening should be acquired. This would supplement the Rollins-Franz collection already in the Richards Library and assure that expensive audio-visual material would be available all of the time, not just when the schools are open.

It is for the reason of greatest potential use that we favor ultimately housing the collection in the public library, though we realize that it might not be feasible at the moment because of lack of personnel and because the public library is not open during all of the hours in which the schools are open. Nevertheless, we recommend planning next year for unification of the collection, even if it must temporarily be housed elsewhere.

It has been mentioned previously that the public library has a minimal collection of circulating prints, little used because at the time it is so small. The schools also have approximately fifty art prints. If all were included in a single print list made available to all libraries and teachers, greater use would undoubtedly ensue. Moreover, attention should be given to the idea of increasing this collection not just by framed prints appropriate

Moreover, this experience would be equally valuable to students not continuing on to higher education, for it could serve both groups for all of their lives.

2nd year and after

WE RECOMMEND <u>that the school administration plan for the curriculum of every grade, in every year, to include the requirement of at least one library-research project of 10-15 class periods' duration; that the teachers stagger the schedule for these library projects so the libraries will not be overtaxed; and that they give the librarians advance notice of the general subject areas to be called upon.</u>

12. The foregoing recommendations are in large measure directed towards greater use of all of the town's libraries per se. There remains one library facility which, while it is used by the public library and the community, is underused by the schools. That is the Library Arts Center, with its potential for the visual, auditory, and performing arts. A town as small as Newport is unusually favored in having this capability. We feel there should be closer liaison between the teachers and the Library Arts Center Committee (a sub-committee of the Richards Library trustees, which includes representative community members as well) so that there will be maximum use in connection with the school curriculum. We recognize that there are problems of cost allocation, but we do not believe they are insurmountable. Since the Library Arts Center is privately supported, a charge must be made to cover maintenance (heat, lights, janitorial services) but there may well be cases in which the service would justify the expense, either from the school budget or, in appropriate cases, by application for a grant from the Jonathan Dorr Fund. Ultimately, it seems to us that it might be desirable that the Center be regarded as a potential school resource, with a small amount included in the school budget to cover the cost of school use.

1st year and after

WE RECOMMEND that in planning for school programs and arts courses, the Library Arts Center be considered and its future role clearly identified.

VIII. COMPARATIVE PRESENT COSTS

Though the public library's budget is based on a calendar year and the school budget is reckoned on the school year, it is not unreasonable to compare the figures.

Figures below do not include maintenance costs in either case.

Figures for books include only library books, magazines, and newspapers, reference materials.

No school audio-visual expenditures for materials, equipment, or repairs are included.

Figures for salaries include all librarians, assistants, aides.

	School Expenditures Year Ending 1973	Budgeted for School Year 1973-74
Books	$ 5,496.34	$ 5,800.00
Salaries	10,950.00	11,648.00
	$16,446.34	$17,448.00

	Public Library Expenditures 1/1/72-12/31/72	Public Library Budget for 1973
Books	$ 3,624.23	$ 3,600.00
Salaries	14,374.00	16,135.00
	$17,998.23	$19,735.00

(Total salary figures above include:
High School Librarian, School Year 1973 - $8250
School Year 1974 - 8840
Head Librarian, Public Library, Calendar Year 1972 - $7000
Calendar Year 1973 - 7175)

Registered borrowers at the Richards Free Library:..... 4019*
Total school population:..... 1517

Public Library open hours:.....2184**
School open hours:.....1260

*Including some students and users of school libraries as well
**Plus extra hours for pre-school Story Hours and extra hours when the public library is open for Towle students only

IX. LONG-TERM RECOMMENDATION

We feel strongly, as we said on the first page of this report, that both types of library are necessary to the community. We know from looking at experiments elsewhere in the country that it is seldom satisfactory to combine both types of service in the same physical facility--certainly not unless the library has from the beginning been planned to provide both services. Adults tend not to use a library located in the schools, and only in the smallest towns and the tightest geographical situation can a public library serve satisfactorily as school library as well. Newport already has, in any case, two good library physical facilities. We do not recommend the elimination of any of the present libraries; in fact, we recommend the expansion of them.

We are convinced, however, that the taxpayer's library dollar will be better spent if all the town's libraries are ultimately coordinated (without combination of physical facilities), and WE RECOMMEND an eventual Department of Libraries, under a representative governing board, with one town appropriation, a highly qualified professional director, and a common staff with greater use of trained paraprofessionals.

Public library standards established by the Statewide Library Development Program specify that Newport's public library should be directed by a professional with an M.L.S. degree. 1963 Minimum Standards for New Hampshire High Schools require an approved high school of 500 or more to have a full-time school librarian. 1969 Minimum Standards for Kindergarten-8th grade in New Hampshire require an elementary librarian in a school with an enrollment of 800 children, and recommend it for a school with an enrollment of 500, with trained supportive staff in all schools, as needed.

Certainly we recognize the desirability of having as many professionally trained library/media personnel as possible, but we also recognize the economic realities in a town such as this. The question in our minds is how many qualified, experienced, professionally trained library directors Newport will be able to afford in the future--say, ten years from now? To put this another way, will it be in the best interest of library service to put too large a percentage of the total local appropriation for libraries into top professional salaries? Or should more use be made of professionally trained paraprofessionals who do not command as high salaries on the labor market?

State Board of Education standards for both elementary and high schools include the following statement: "The State Board of Education intends that the approval standards set forth in this bulletin be administered with sufficient flexibility to encourage experimental efforts of all types, including the use of teacher aides, community resources, large group instruction, teaching teams, newer educational media, unusual scheduling practices, and similar arrangements." Both documents emphasize, however, that all experimental efforts must be adequately prepared, provide sufficient resources, and include a satisfactory plan for evaluation; and both state that under no conditions may such efforts be simply "superficial arrangements of an expedient nature." All pilot projects such as this long-term recommendation proposes must of course be fully coordinated with the State Department of Education and approved by the State Board of Education.

If the short-term recommendation for a joint acquisition program operated under an Advisory Board is adopted, this would provide a situation in which, over a period of time, a careful plan for experimental action could be evolved. It is impossible to predict at this point exactly what problems might arise, what questions would have to be answered, what

procedures should be followed, what the timetable should be, but the Advisory Council and Acquisition Committee could work together to develop a plan for approval by the State Board of Education and the State Library Commission.

Our long-term recommendation is for Newport to establish a single Department of Libraries, the experimental plan for which would be developed as outlined above. Ultimately this Department of Libraries would operate under a board similar to the Advisory Council on Libraries this project has established, which would always include representation from the School Board, the Richards Library Board of Trustees, Town Government, and various segments of the public. This board and the Director it appointed for the town's libraries would have control over the town's entire library appropriation and over the entire library staff. (The buildings would remain under their present control: the schools under the School Board, the public library property as at present in the hands of the Richards Library Board of Trustees, who hold legal title to it.)

The Director would not only coordinate acquisitions but also direct all library/media operations and schedule and stagger staff time in all of the institutions in the best interest of the town as a whole.

All of the personnel involved in such a program should, of course, have adequate and proper training. A Director of Libraries for Newport should have all of the training which a qualified professional public librarian and a certified school librarian must have. Proper preparation for a Town Library/Media Director should include such courses as: Educational Psychology; Principals of Curriculum; Library Service for Children; The Public Library's Organization and Management; Library Work with Young People; Children's Literature; Organization, Evaluation, and Use of Library Materials; Cataloging and Classification; Organization and

Administration of the Media Center; Evaluation and Use of Audio-visual Materials; the Library in the Community; Selection of Library Materials; Public Relations in Library Work; Advisory Services to Adults; and School Library Supervision. Whoever is ultimately to act as Director will have to work to supplement his basic library education, whether as public or school specialist, to make all of this background available.

For the paraprofessionals to be involved in such a program, New Hampshire is fortunate in having recently instituted a two-year course at the Merrimack Valley Branch of the University of New Hampshire leading to a paraprofessional career as a Library Technical Assistant. Graduates of this program are qualified to work in both public and school libraries and media centers under the direction of a competent professional. We believe that this program holds real potential for Newport and other towns in similar economic situations. (See Appendix K.) The Director of Newport's Libraries might, for example, hire one Library Technical Assistant as a full-time town employee, who would go to the public library when the school libraries close and would work throughout the summer. Another working only during school hours and largely in the high school library might include in her duties welcome coordination for the work of volunteers in the primary and elementary school libraries.

(This entire program would of course be developed over a long period of time, and there is no way of knowing how many trained professionals and paraprofessionals would ultimately be necessary or possible. Were such a program in effect in 1973, however, utilizing only one professionally trained librarian as at present, use of trained paraprofessionals would make more personnel available to Newport's libraries at no greater cost to the town than is presently being expended. With more personnel, it should be possible to have all of the school libraries open during the entire school day, which is certainly very much to be desired.)

This long-term innovative program has been described and discussed briefly with the Commissioner of Education and the State Librarian, both of whom are interested in it and apparently inclined to look favorably upon it. This is a good time in which to consider it, for both the Department of Education and the State Library have been working for several months on the whole question of school library-public library relationship and cooperation. There have been regional meetings and programs throughout the state, a joint committee representing the two state agencies has been set up, and there are plans for a joint meeting of the State Board of Education and the State Library Commission with the objective of exploring and encouraging cooperative patterns appropriate to New Hampshire.

We realize that time would be required for planning and development, but we hope our long-term recommendation for Newport will be given careful consideration at both levels, local and state.

During the period in which the plan is under consideration, there should of course be the best possible public education concerning it. We feel it is imperative that the Advisory Council on Libraries continue to act not just to set policy for the Joint Acquisitions Committee which is the most important of our short-term recommendations, but also to be certain that this long-range plan is examined in detail, thoroughly understood, thoroughly discussed pro and con, and that the decision made is in the best interest of the town as a whole.

Then, if accepted, careful plans for implementation will be necessary. During the last session of the General Court, a law to permit interlibrary coordination was passed. Presumably Newport legal action would be necessary to put such a plan into operation here.

If coordination of libraries is adopted in Newport, then an Advisory Council on Newport's Libraries would of course have to remain

permanently in effect to set library policy, to hire the Director of Newport Libraries, to seek and expend the town appropriation for libraries, and to perform any other functions appropriate to any board of directors.

The authors of this report are convinced that both the short-term and the long-term recommendations made here have real merit for Newport (and potential application for other municipalities as well.) They stand ready to furnish any further information or advice possible, and to help in any feasible way in the implementation of their recommendations.

A.L.
B.H.

APPENDIX

Appendix A

POPULATION:

Newport's rate of growth is at a slower rate than that of New Hampshire as a whole.

The Comprehensive Plan of Development for Newport drawn up in 1962-63 by Goodkind & O'Dea, Planning Consultants, predicted a total population of 6650 by 1980, assuming the increase of about 400 jobs through the influx of new business and industry in the area. Since Newport has gained new industries since 1962-63 and the 1970 population was just over 6000 (in 1960, it was 5,458) it would appear that the Goodkind & O'Dea prediction was relatively accurate in this respect.

The same source predicted 1600 students in Newport schools by 1980. The present school population (which includes Croydon after the third grade, and Goshen, Lempster, and East Unity after the eighth) is approximately 100 less than Goodkind & O'Dea's projection for 1980.

Any considerable growth in school population, plus the inevitable increasing obsolescence of the older school plants, might well mean that Newport would have to take a good look at new schools by or before 1980. Provision for adequate school library/media space would surely have to be included in the planning.

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EVALUATION SHEET Appendix P

Pre-School Session for Teachers
31 August 1973
WHAT CAN NEWPORT'S LIBRARIES DO FOR NEWPORT'S TEACHERS?

We ask your cooperation in responding to this questionnaire not just because we want to know how successful this first-time library orientation was from the point of view of the teachers, but because we are interested in the possible application of a similar program statewide. Your answers will also be valuable from the point of view of the survey of Newport libraries which is being conducted in 1973 under grants from the New Hampshire Charitable Fund and the John H. Pearson Trust by:

Ann Lowery
Barbara Holden

Please underline your response; comments encouraged.

1. Do you feel this was:

definitely worthwhile
moderately valuable
a waste of time

2. Did you find the presentation, in general:

stimulating
moderately interesting
dull and boring

3. What do you think of the length of the program:

too short
just about right
too long

4. How long,--specifically,--do you feel the total session should have run?

5. What did you think of the film your group saw:

excellent
good
fair
poor

6. What specific criticisms, if any, do you have of the film?

Appendix C

Analysis of Evaluation Sheet Returns

Of some 65 questionnaires distributed, 31 were returned (20 from the primary and elementary schools, 11 from the junior high-high school.) One teacher commented, quite justifiably, that the form should have been received earlier, that by the time it came many of the details of the sessions had been lost. The surveyors are responsible for, and apologize for, the delay.

It is always difficult to interpret sensitively and accurately the results of a necessarily limited-and-limiting questionnaire. Nevertheless, some general conclusions can, we believe, be reached. The questionnaires themselves are being made immediately available to the School Administration, and may be requested by any other legitimately interested individuals.

No one who replied considered the orientation a complete waste of time. Sixteen called it "definitely worthwhile", while 15 called it "moderately valuable". Only one person judged the presentation in general "dull and boring" though another called "the reception by the teachers lukewarm at best." An overwhelming majority said the length was "just about right", though individual suggestions ran from 15 minutes shorter to two full mornings.

Different films were, of course, shown the two sections. The primary-elementary group enjoyed their film, though some were dissatisfied that it presented such an ideal picture, "unreal for Newport" (that had been the purpose in choosing it.) The film shown the high school group was well received, though at least one teacher seemed to miss the point that it basically makes: the library is "the hottest spot in town" because it is the preserver and continuing source of ideas, without which there is no change and no action.

Only one respondent judged the presentation concerning the school library "not very interesting or informative", and only one had the same to say of the public library presentation. Majority opinion was more favorable. Newport high school teachers seem to feel they knew more about the role of the school library than did the teachers in the lower grades, the majority of whom said it did suggest a new view of school library/media centers. Both groups apparently benefitted from the introduction to the public library, saying they had learned something new about its resources.

It seems safe to say that the session did more for the public library than for the school libraries, for the teachers knew about the school libraries but an appallingly small number were familiar with the public library, realized what kinds of help they could get from it, or had taken full advantage of it. If the sessions can be judged successful, it is because it teachers admitted Newport's libraries had more to offer than they had realized and planned specific follow-up using what is available, and perhaps equally importantly, many voiced their concern over existing school library/media limitations.

Apparently the majority attending both sessions felt there should be some form of repetition with variation, 13 suggesting annually, 10 suggesting for new teachers only, and 1 a periodic program every 3 or 5 years. Seventeen thought it might profitably be applied to other New Hampshire municipalities; 12 agreed, depending on the local situation; only one saw no point.

Appendix D

Selected Comments from Questionnaires

"Dreams are good!"
"Didn't realize what it (the public library) offered."
"Didn't realize materials were as available for classroom use."
"The school library is more readily available to the children at free moments or study periods. I refer to the books on the shelves in my own room. There is a good variety of reference material, fiction and non-fiction."
"A full-time school librarian (for the elementary school)?"
"I have not included it (the public library) in plans or taken time to seek out materials."
"Teachers are mobile, from various areas, so becoming familiar with the library is at the same time becoming familiar with the town."
"I would like a list of free films through the library for public schools if possible."
"The school library (Towle) is so limited it would be difficult not to use it to the fullest."
"There is no school library (at Towle)."
"We have none."
"Did not realize we were welcome (at the public library)."
"Gives us all inspiration."
"I have not used the public library because of hassles with students hanging around the Common. The school library is nearer, but has less material for me."
"School library is totally ineffective...lacks many resource materials, the periodical stacks are incomplete...an overabundance of fiction."
"Atmosphere not conducive."
"Should modernize and become multi-media resource areas...presently no more than reading rooms."
"(I suggest as follow-up) a continuing session based on state resources, the various title programs, and a general bull session on what can be done."
"Many of your response selections (on the questionnaire) are too exclusive."

Appendix

Community Survey Card

RESOURCE PERSON Date_____

Instructional Level: _____K-Prim _____Elem _____Jr. H _____Sr. H _____Adult

Inst. Unit_____ Topic_____ R.P._____

Address: Bus._____ Phone_____

Home_____ Phone_____

Availability: Days_____ Hours_____ Place_____

Occupation_____

Description_____

Other Jobs_____

Ask to Help_____

Interests_____

Talents_____

Experiences_____

Accomplishments_____

Hobbies_____

Extra_____

Type of Presentation_____

Equipment, etc.: by R.P._____ by school_____

Pre-planning desired_____

Will provide in advance_____

Follow-up activities_____

Background_____

Remarks_____

Appendix F

BASIC REFERENCE COLLECTION
Primary Grades

In order of priority:

Britannica Junior Encyclopedia	EBE	109.50
Precyclopedia	Compton	76.95
Webster's 8th New Collegiate Dictionary	Merriam	8.50
First Aid Textbook: Red Cross	Doubleday	1.00
Goode's World Atlas	Rand-McNally	7.55
New Book of Knowledge	Grolier	154.62
World Almanac	Doubleday	2.00
		360.12

Intermediate Grades

In order of priority:

World Book Encyclopedia	Field	148.50
Compton's Pictured Encyclopedia	Compton	144.00
Britannica Junior Encyclopedia	EBE	109.50
Merit Students Encyclopedia	Collier	159.00
World Book Dictionary	Field	25.00
Webster's 8th New Collegiate	Merriam	8.50
Dictionary of the Natural Sciences	Compton	24.95
First Aid Textbook: Red Cross	Doubleday	1.00
Webster's Geographical Dictionary	Merriam	8.55
Goode's World Atlas	Rand-McNally	7.55
New Cosmopolitan World Atlas	Rand-McNally	13.37
World Book Atlas	Field	19.95
Webster's Biographical Dictionary	Merriam	8.55

Intermediate Grades (Cont'd)

Bartlett: Familiar Quotations	Little	10.05
Lincoln Library 2 v.	Frontier	56.45
New Book of Knowledge	Grolier	154.62
World Almanac	Doubleday	2.00
		901.54

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BASIC REFERENCE COLLECTION
Junior-Senior High School

In order of priority:

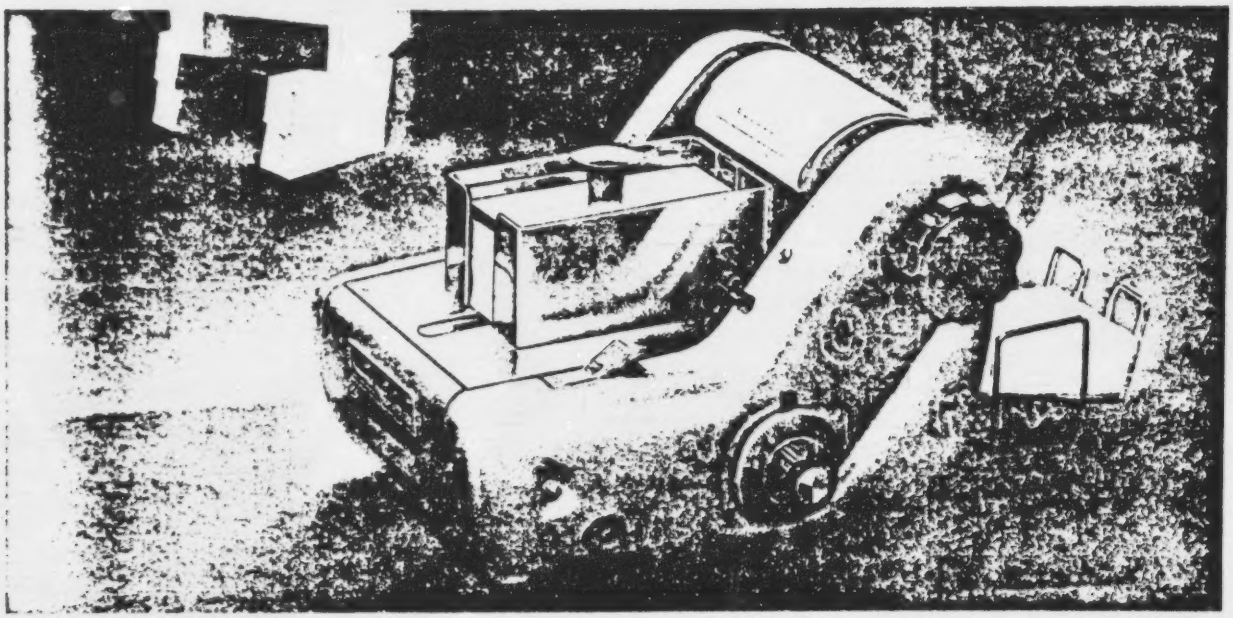
Merit Students Encyclopedia	Collier	159.00
World Book Encyclopedia	Field	148.50
World Book Dictionary	Field	25.00
Webster's 8th New Collegiate Dictionary	Merriam	8.50
Dictionary of the Natural Sciences	Compton	24.95
First Aid Textbook: Red Cross	Doubleday	1.00
World Almanac	Doubleday	2.00
Benet! Reader's Encyclopedia	Crowell	6.70
Webster's Geographical Dictionary	Merriam	8.55
New Cosmopolitan World Atlas	Rand-McNally	13.37
World Book Atlas	Field	19.95
Webster's Biographical Dictionary	Merriam	8.55
Bartlett: Familiar Quotations	Little	10.05
Lincoln Library 2 v.	Frontier	56.45
Collier's Encyclopedia	Collier	299.00
Encyclopedia International	Grolier	129.67
Encyclopedia Americana	Grolier	270.00
Encyclopedia Britannica	EBE	299.50
		1,490.74

NAL: July 1973

Appendix G

Catalogue Card Duplicator
Suggested by Public Librarian

GAYLORD



Mini-Graph® Catalog Card Duplicator

A quiet-running, high-speed automatic machine, specifically designed for reproducing catalog cards.

Since the work is done by your library personnel, duplicate cards may be put to use as soon as they are printed. Books get on the shelves quicker.

Data is typed directly on a guide-marked stencil, which is then attached to the Mini-Graph. Stencils may be typed singly or in continuous form. A carbon interleaved tissue makes proofreading very simple.

The Mini-Graph operates automatically, shutting itself off after printing any predetermined number of cards up to 99.

Easily portable and occupies less than one square foot of space.

Mini-Graph Starter Set $297.00

Includes:

1 Mini-Graph Duplicator
1 Bottle No. 6700 Black Ink (4 oz.)
100 Mini-Graph Stencils
25 Protective Drum Covers
1 Reservoir Ink Pad
1 Tool Kit; including tweezers, ink brush, 2 Allen wrenches, extra fuse
1 Instruction Manual

Mini-Graph Stencils

500	$23.50
1000	45.00
3000	43.75 M
5000	42.50 M
10,000	41.25 M

Mini-Graph Supplies

Reservoir Ink Pad	$3.25
Ink, 4 oz. bottle	1.50
Ink, 16 oz. bottle	5.00
Drum Covers, package of 20	1.10
Wire Receiving Tray	3.15

Mini-Graph® Processing Labels

Eliminate retyping identical book cards, pockets and spine labels. Speed processing when multiple copies of the same book are being prepared.

Simply type call numbers and author and title information on a regular Mini-Graph patterned stencil. Place the stencil on the machine and run the processing labels just like cards.

The result is two pressure sensitive 2⅝ x 1" author and title labels for book card and pocket and two 1¼ x 1" call number labels for back spine and title page.

Paper stock is smudge resistant and adhesive is permanent.

No. 384	1000	$28.50
	3000	27.75 M
	5000	27.00 M
	10,000	26.25 M

Appendix H

Supplies Needed to Begin a School Library Program

ITEM	QUANTITY		PRICE
7/8 x 1&1/4 Call Number Labels	1,000		2.80
Plain Reinforced Date Pocket	1,000		8.95
Replacement Date Slips	1,000		3.50
White Book Cards - Medium Weight	2,000	3.95	7.90
A-Z Charging Tray Guides	1 set		3.15
1-31 Charging Tray Guides	1 set		3.95
Black Micropore Stamp Pad	1		1.50
6 year Band Dater	1		1.15
Month-Day Band Dater	1		1.15
3 x 5 Paper Pads	100		12.50
Unruled White Catalog Cards	2,000	7.05	14.10
1/2 cut Right/Left Golden Guides	100		10.45
383 Headings for School Libraries	1 set		.85
Book Supports with Cork Base	50	.47	23.50
Dark Blue Footage - 15 yds. 3" wide	1		5.10
8 oz. Liquid Plastic Adhesive	1		1.90
Single Charging Tray	1		7.45
		TOTAL	109.90

All Prices from: Demco Educational Corporation
Box 1488
Madison, Wisconsin 53701

1973-1974 Catalog

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Appendix

BASIC EQUIPMENT FOR A MULTIMEDIA APPROACH TO GOOD TEACHING 1973

Record Players	1 per two teaching stations - K - 3 1 per grade - Grades 4, 5, 6 1 per 15 teaching stations - Grades 7 - 12
Tape Recorders	1 per two teaching stations - K - 6 1 per ten teaching stations - Grades 7 - 12
Filmstrip Projectors or combination filmstrip/slide	1 per 3 teaching stations
16mm Film Projectors	1 per 4 teaching stations
Filmstrip Previewers	1 per teaching station
10x10 Overhead Projectors	1 per teaching station
Slide Projectors with remote control	1 per 5 teaching stations
Television Receivers	1 per teaching station
Headsets	1 per record player 1 per tape recorder
Opaque Projector	1 per building
Dry Copy Machine	1 per school
8mm Film Projector	1 per 3 teaching stations
Sound Filmstrip Projectors	1 per ten teaching stations
2x2 Slide Viewers	1 per 5 teaching stations
Microprojectors	1 per building
Listening Stations with 6-10 sets	1 per 3 teaching stations
Projection Carts	1 per portable piece of equipment
Projection Screens 70x70	1 per teaching station with keystone eliminator
Radio AM-FM	1 per building

Appendix

Duplicating Machine	1 per building
Portable Video Tape Recorder system	1 per school
16mm Camera	1 per building
8mm Camera	1 per building
Copy Camera and Stand	1 per building
35mm Still Camera	1 per building
Film Rewind	1 per building
Film Splicer	1 8mm, 1 16mm
Tape Splicer	1 per building

Appendix

SUGGESTED STANDARDS AND INVENTORY FORM FOR
MEDIA MATERIALS AND PROFESSIONAL COLLECTION

	Cost Per Unit	Number Needed Per Pupil Nat'l Standard	Total Number Needed for All Library Facilities (Realistic)
Filmstrips	$ 7.00	3	1500
Records/Tapes	8.00	6	1500
Study Prints	1.00	1	2000
Transparencies	2.50	8	1500
Slides	1.00	8	2000
Sets:			
Record/Filmstrip			
Filmstrip/Cassette			
Record/Print			
Multi-Media			
Models	$100.00	1 per classroom	100
Professional Books	7.50	10	500
Professional Magazines	10.00	1/2 / teacher	40

Other Columns:

1) already have
2) number still needed
3) amount of money for each category
4) divided into a 3 year program
5) divided into a 5 year program

Appendix K

Library Technician Trainees Improve Service While Learning

Average salary for graduates - 1973 - $2.30 - $2.60 per hour

A New Hampshire Program for Paraprofessionals

Shirley Gray Adamovich
UNH Merrimack Valley

The Merrimack Valley Branch of the University of New Hampshire is offering a new program leading to the Associate in Arts degree and a paraprofessional career as a Library Technical Assistant. The objective of the Library Technical Assistant program is to prepare students through classroom work, laboratory work, and on-the-job training for careers in the library field as trained people with skills to offer, skills which are needed, and for which libraries are willing to pay. A Library Technical Assistant (LTA) is a person who has acquired not only specifically related library skills, but an understanding of the underlying philosophy of librarianship, an awareness of the library as a social institution both in the past and in its role in the modern world and an appreciation of the structure of various types of modern libraries, their administrations, services and personnel requirements. Specifically, an LTA is trained for supportive roles, his function is to support the professional librarian, and in those libraries where the career ladder positions are fully developed, he will support those persons higher up the career ladder, for example, the Library Associate (requires a B.A. plus relevant training and experience), the Librarian or Librarian Specialist (requires the Masters degree in Library Science) or the Senior Librarian or Senior Specialist (post-Masters work).

The ultimate goal of the formal training of LTA's is better library service for those who use the library. The philosophy behind the training of LTA's is based upon the premise that professional librarians often find themselves spending an inordinate amount of time on tasks which are clerical in nature or of a technical nature which don't require the training which the professional possesses. The net result of this inappropriate utilization of professionals is wasted time and money: time which the professional could spend on developing new programs, exercising his unique knowledge of books and reference materials, and on administering the library, rather than on performing tasks which persons with far less training can perform. In effect, the professional librarian is overtrained for these clerical and technical functions. Money in turn is wasted: the library pays high wages to a professional to do tasks which an LTA could perform at a lower wage, and the professional librarian who has spent both time and money acquiring his education sees his skills wasted or unused while he keeps the library running by performing routine tasks.

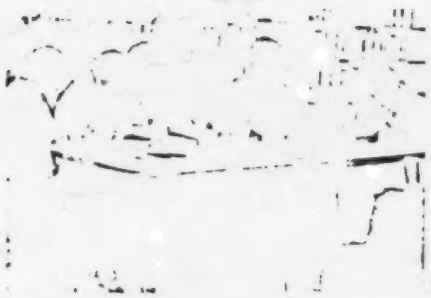
Library work is specialized work requiring training before it can be understood and performed effectively. But training should be tailored to fit different persons for different jobs at different levels. Therefore the purpose of the LTA para-professional training is to illustrate the functions of various types of libraries so that the student will deepen his understanding of the library; to indicate the problems, policies, personnel involvements and the impact of the times on libraries and the communication of knowledge; to note the demands made by modern societies and technologies on various types of libraries; and to relate the Library Technical Assistant to the goals, the values, the methods and the problems of modern library service. The objectives also include the training of a work force of persons ready and eager to perform their functions on the level at which they were educated; thus, they improve library service by spending full time on their specific work functions, thereby releasing professional librarians to fully perform their designated work roles.

The Library Institute program which has been developed at the Merrimack Valley Branch of the University of New Hampshire is based upon this philosophy and is the product of cooperative effort between the administrative staff of the Branch and an Advisory Council of Librarians. This Council met months before the program began to formulate the basic objectives of the program, to test the need for it in New Hampshire, to lay the groundwork for the basic curriculum and to designate various school, public, academic and special libraries as training grounds for the LTA's. A prime concern was also the labor market and the need for trained Library Technical Assistants.

New Hampshire is not new to paraprofessional training in librarianship and there is a climate of acceptance for library training by the people, educators and librarians in the state. Because of earlier programs in Library Science, some of which are still being offered, library training is very much a part of the state's education picture.

Public library service in the United States is generally conceded to have begun in New Hampshire, where the little town of Peterborough voted at town meeting in 1833 to support a free public library with tax money on a regular basis. Through the years of the 19th century many small public libraries were begun and today there are 217 public libraries in New Hampshire. As shown by *New Hampshire Library Statistics, 1971*, of these 217 libraries, 141 serve town populations of under 2,000 people. Funds to maintain these libraries and to hire personnel are limited, and therefore most of them are manned by paraprofessional librarians, who have at their disposal a full range of library services supplied by the state library system, including professional library consultants, extension service, bookmobiles, centralized processing and a teletype interlibrary loan system among the principal libraries of the state. They have access to non-book materials, especially 16 mm films which are supplied free of charge by the North Country Film Library Cooperative which serves the public libraries of not only New Hampshire, but also Maine and Vermont. Thus the small public libraries of the state are able to offer quality library service to the people of New Hampshire. It is projected that Library Technical Assistants, under the guidance of professional library consultants, can continue to fill the staff needs of these libraries and their excellent record of public service.

Another potential market for the trained Library Technical Assistant exists in the elementary schools. Many high schools and junior high schools have the budgets to hire professional librarians and adequate support personnel including Library Media



Southside Jr. H.S. (l to r) Elizabeth Loucas, Susanne Roy, LTA students, Shirley Adamovich, Coordinator, Brenda Davis, Arthur Mortgas, LTA students

Janet Carr (L.) LTA student and Sr. Gertrude Gagnier, librarian at Notre Dame College

Library at Southside Jr. H.S., Manchester, NH (l to r) Shirley Adamovich, Coordinator and Brenda Davis, Elizabeth Loucas, LTA students

Specialists and Library Technical Assistants, but many elementary schools, of which there are 356 in the state, cannot afford professional librarians. However, some might be able to hire full- or part-time LTA's and it is projected that these LTA's will work under the direction of professional library supervisors, much as art and music supervisors are now employed in the school systems. The New Hampshire State Library under the direction of Emil W. Allen, Jr. is presently working on job definitions which will encompass and define the various levels of library career positions to include the Library Technical Assistant and Library Media Assistant so that the job category will become an official part of the library service patterns in the state. The Advisory Council of Librarians is also working out patterns and objectives for new school and public library standards which will generate a system of library personnel structure which will help in the continuing search for better and more far-reaching statewide library service.

The Advisory Council of Librarians, therefore, has established the need for paraprofessional library technicians, not only in small schools and libraries, but in the larger public, academic, school and special libraries throughout the state. They have also dedicated themselves and their libraries to providing on-the-job training positions for the students of the Library Institute. Accordingly, the Library Institute got underway in September, 1971, with over forty full- or part-time students enrolled. The program involves classroom and laboratory study and an on-the-job training component. The students alternate semesters of classwork with OJT training in libraries under the guidance of professional librarians, and if the full program is followed a student can earn his Associate of Arts degree in two years. This spring, 1972, the first group of 23 LTA students have entered 18 different libraries (academic, school, public and special) for their OJT training which involves 25 hours of work a week, for which they are paid $40.00. Most of them are concurrently carrying a course load of 2 courses.

Requirements for the Associate in Arts degree are 64 credit hours with a minimum cumulative point average of 2.0 based on a 4.0 scale. Participants must complete 12 credit hours in science/math, 12 credit hours in humanities/communications, Freshman English, 12 credit hours in the social sciences, 16 credit hours in Library Science, plus 8 hours of electives, which are earned by working in a library for two full semesters, or 30 weeks under the direction of a professional librarian.

The Library Institute offers six courses in Library Science at the present time, and it is projected that this number will be expanded to eight, to broaden the emphasis on A-V materials and telecommunications media. The courses presently offered are: *Introduction to Libraries, Support for Technical Services I* (Support for the professional in DDC and LCC classification and cataloging techniques), *Support for Public Service I* (Support in reference work), *Support for Technical Services II* (Acquisitions and circulation), *Support for Public Services II* (Support for the professional in all areas of programming for adults, young adults and children), and *Media Services I* (operation, control and maintenance). All of these courses introduce the student to the role and techniques of the various departments of library service and emphasize the similarities and differences as they occur in all types of libraries.

The Merrimack Valley Branch of the University of New Hampshire has developed a program for Library Technical Assistants which was the only one of its kind funded in 1971 by the Bureau of Libraries and Educational Technology of the United States Department of Education. It is also unique in that it has a high level of participation of disadvantaged students from the Manchester, New Hampshire Model Cities program. These students, showing an aptitude for the work and qualifying as disadvantaged due to low income levels, are paid a weekly stipend by Model Cities and are granted tuition scholarships by the Merrimack Valley Branch.

The Library Institute has also received a grant from the U.S. Department of Education to be used to evaluate the Program. This evaluation is already underway and is being performed by Taconic Data Research, Inc. of Uniondale, N.Y. It will include the development of curriculum, evaluation of instruction and training offered, a critique of behavioral objectives, criteria and standards for work situations and an operating manual for field work procedures. It is projected that these materials will be published in a form which could be of assistance to other educational institutions planning similar programs.

The organizers and participants in the Library Institute feel that they have a unique educational venture here in New Hampshire. They have created an Advisory Council which includes the State Librarian, the University Librarian and other librarians representing both large and small public, school, academic and special libraries, as well as the various library organizations in the state. They have developed an on-the-job training mechanism which is an integral part of the program; they have involved disadvantaged students in a program in which they join other students in an effort to educate themselves for better lives personally and as productive members of the community; they have enlisted federal funds not only to help depressed area people, but to help all the people in the state through better library service. A true outreach objective, and perhaps their biggest achievement, is the cooperative effort put forth by federal, state, city and town librarians, administrators and educators to produce a program which is both visionary and practical.